

## **FCSE 4300 Clinical Experience Evaluation Rubric**

The clinical experience evaluation form measures three areas of proficiency, Learning Environments, Content Knowledge, and Reflection and Continuous Growth. The scale of measurement is divided into four areas, Not Effective, Beginning, Developing, and Preservice Proficient. Students need to receive scores within the Developing and Preservice Proficient levels to successfully pass.

Developed by the Office of Field Experiences (<https://cehs.usu.edu/teal/undergraduate/ofe> )

### Fillable Form

<https://cehs.usu.edu/teal/files/ClinicalEvaluationForm2021Fillable.pdf>

The goal of a clinical experience is for education students to begin to view the classroom and students from the perspective of a teacher. Rather than being a content driven experience, the clinical experience should focus on the role of a teacher in the classroom and the teacher's relationships with students, parents, colleagues, and administration within the context of a specific curriculum. To that end, education students should come away from their clinical experiences with a broader understanding of strategies teachers use to generate enthusiasm for a specific content, to engage students in learning, to build confidence and self-esteem, to organize the learning environment, and to create successful learners.

### General Policies

Clinicals carry 1 semester credit as 3300 and 4300 course numbers (Level 1 and Level 2) and consist of 30 hours in the secondary classroom placement. Many of the experiences at Level 1 and Level 2 will be coordinated and monitored by special methods instructors in connection with their methods courses. The purpose of the clinical experience is to help prepare students for the realities of student teaching by providing them with a clear understanding of the contexts for schooling in grades 7-12. For this reason, when possible, USU students will have a middle school placement at one level and a high school placement at the other level. The clinical experiences should be in two different schools, in different content areas, and with different teachers. The Office of Field Experiences will do its utmost to facilitate this, but, due to limited placement options, it may not always be possible.

### Expectations for Professional Conduct

During the Clinical experience, clinical students are expected to conduct themselves in a professional manner. This includes dressing in appropriate attire when visiting the school. The mentor teacher will be an important resource in helping to determine the appropriate attire for the particular clinical appointment.

Clinical students should be punctual for the class periods they attend, and, barring illness or emergency, should show up each time they are expected. If clinical students cannot show up

when expected, they must give the mentor teacher the earliest prior notice possible, first thing in the morning at the latest.